

Townley School Pupil Premium Strategy Statement 2021- 22

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview	Data
Number of pupils in school	88
Proportion (%) of pupil premium eligible pupils	15%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2020 - 2024
Date this statement was published	September 2021
Date on which it will be reviewed	June 2022
Statement authorised by	
Pupil premium lead	Maria Higgins
Pupil premium Champion	Kerry Hammond
Governor / Trustee lead	Sarah Bayliss

Funding overview	Amount
Pupil premium funding allocation this academic year	£ 18,830.00
Recovery premium funding allocation this academic year	£ 2175
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£ 21,005

Part A: Pupil premium strategy plan

Statement of intent

The aim of the Pupil Premium is to enable the School to target pupil attainment and ensure that they achieve their maximum potential. We want our children to be knowledgeable of the world around them and to develop the skills and values to be successful and make positive contribution to society. We have high aspirations and ambitions for all of our children and believe that no child should be left behind. At Townley we are determined to ensure that our children are given every chance to realise their full potential and who make the most of opportunities that come their way. Children will be challenged and supported to achieve their potential, including progress for those who are already high attainers.

To ensure our approaches are effective we will, adopt a whole school approach in where all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve, act early to intervene at the point needs are identified and

In order to ensure that the additional monies have the maximum impact on the targeted pupils, thorough analysis is carried out of the children's academic progress against other pupil groupings in school and national data. The funding is not spent on one particular item but is used as part of our budget to support a number of areas in school. This list is not exhaustive but gives an outline of the main areas in which monies will be spent. Monitoring of pupil progress and the impact of expenditure takes place as outlined below. Needs are reviewed and next steps identified in parent, teacher and support staff meetings which are included on each child's individual learning plan and based on children's needs so that we can narrow the children's attainment gaps and prepare our children for the future.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1.	Attendance for some children in receipt of PP (or children in receipt of free school meals) showed that some PP had attendance below 96% and were persistent absentees.
2.	Lockdowns of 2020 and 2021 meant that some children were unable to access some aspects of the curriculum, even when supported by the school, this has created some gaps in learning
3.	Around half of the children in receipt of the PPG PP have additional needs, either educational, medical needs or wellbeing issues.
4.	Children in receipt of PPG in Key Stage 2 have not made expected progress in maths.
5.	Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in maths. Parental support can be a barrier to collaborative working, a number of our children in receipt of the PPG also have barriers at home, such as language issues, issues with SEND or bereavement.
6.	Our children face difficulties with vocabulary, as they do not always read widely, or have vocabulary supported outside of school. Children eligible for PP have limited out-of-school experiences, which limit their vocabulary and understanding of the world.
7.	Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to friendship issues and a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment. Teacher request for support have markedly increased during the pandemic.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
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All children make expected progress in maths.	All children make progress in maths in line with FFT 50 predictions.
Accelerate progress of PP children	Analysis of data and monitoring of PP group will show that these children are making progress at least in line with their peers and in some cases, progress will be accelerated (identified in Pupil Progress Meetings).
Improve attendance of PP children, particularly where absence is not authorised	Continue with targeting of children as soon as attendance and punctuality falls. Reduce the number of persistent absentees among pupils eligible for PP to 10% or below. Overall PP attendance continues to improve in line with other pupils.
For all children to approach and overcome challenges in a positive way.	Fewer PP children will have difficulty in social situations; This will be monitored through behaviour records. Children eligible for PP take part in out-of-school experiences and are included at all times, reducing financial barrier increase the proportion of PP children achieving ARE in Reading, Writing and Maths.
Increase parental engagement.	Each PP family attends at least one school-based engagement event to support their child in their learning. High attendance at parent workshops, Friends of Townley School events and parents evening. Increase in the number of parents attending; monitor numbers over the year. Positive feedback /comments on parental questionnaires.
Reduce the gap in attainment created by the national lockdown and limited exposure to the curriculum in the lockdowns and when self-isolating.	Increase the proportion of PP children achieving ARE in Reading, Writing and Maths.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2020/2022 demonstrated by: <ul style="list-style-type: none"> • Qualitative data from students' voice, student and parent surveys • A significant increase in participation in enrichment activities, particularly among disadvantaged pupils.

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 9,175

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Every child receives teaching which is good in every classroom every day. 100% good or better teaching everyday through use and adaptation of CUSP. CPD for teachers with the focus on reading skills to enable high quality teaching for all.</p> <p>Continual raising of teachers' expectations of PP pupils and provision of challenge for these children in all maths through Number Readiness and Maths Mastery Readiness training.</p> <p>Relevant training is provided to ensure the provision for our disadvantaged pupils is of high</p>	<p>Education Endowment Foundation (EEF) report 2019 states that "Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils."</p> <p>Research by the EEF has found that disadvantaged pupils have been worst affected by partial school closures, and that the attainment gap has grown as a result of national lockdowns. The economic impact of Covid-19 has also led to higher numbers of pupils qualifying for pupil premium.</p> <p>Documents such as 'Why closing the word gap matters' highlights the need to ensure there is effective provision for vocabulary within schools, particularly with disadvantaged children as they are less likely to have the opportunities at home. Systems established across the school ensure children are exposed to a wide range of vocabulary on a daily basis.</p>	<p>2, 4, 5, 6</p>

<p>priority and we are up to date with the current programmes. CUSP training.</p> <p>A focus on ensuring all teaching remains good or better through training (Primary Offer), supporting retention of good staff through family friendly policies and a focus on good wellbeing for staff.</p>		
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 7,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>We will purchase resources and fund ongoing teacher training and release time.</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	<p>5, 6</p>
<p>REAL (Raising Early Achievement in Literacy) Raising early achievement in literacy (REAL) aims to improve children's early literacy by teaching parents</p>	<p>Raising Early Achievement in Literacy has evidence of a short-term positive impact on child outcomes from at least one rigorous evaluation according to the Early Intervention Foundation. REAL assumes that children's</p>	<p>2, 5, 6, 7</p>

<p>effective strategies for supporting their children's learning.</p>	<p>early literacy skills can be improved through effective parental strategies for supporting children's learning.</p> <p>REAL provides parents of pre-school children with strategies, ways of thinking about their roles, and resources to enable them to support their child's development of literacy skills. In the short term, children's literacy skills improve. In the long term, the programme is designed to improve children's literacy achievement in school.</p>	
<p>Purchase of standardised diagnostic assessments.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	<p>2, 4, 5, 6,7</p>
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>Improving Mathematics in Key Stages 2 and 3</p>	<p>2, 4, 5,</p>
<p>Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p>	<p>2, 4, 5, 7</p>

of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.	Small group tuition Toolkit Strand Education Endowment Foundation EEF	
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF	2, 5, 6, 7

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £4,830

Activity	Evidence that supports this approach	Challenge number(s) addressed
For pupils to access a range of social/cultural/sporting experiences, visits and activities.	Pupils' horizons will be broadened, and they will learn more about culture and music. As a school we feel it is important to support families/pupils to experience a variety of opportunities throughout their school years and know that such experiences can have an impact on a child's confidence, self-esteem and self-belief. Pupils and their families have a low of aspirations for their futures reducing their motivation and commitment to learning. Planned residential visits that enhance the life skills of pupils and consolidates social skills such as teamwork, leadership and resilience.	1, 5, 7
Regular meetings between Champion and	Education Endowment Foundation report 2019 states that "The challenge of implementation means that less is more: selecting a small number of priorities and	1, 3, 6,7

<p>targeted PP children (as identified in PPM) to provide coaching and mentoring as necessary. ½ termly meetings between advocate and class teacher to identify needs of children and plan next steps for individuals.</p> <p>Every child eligible for PP has a champion on the staff, enabling decisions to prioritise their needs.</p>	<p>giving them the best chance of success is a safer bet than creating a long list of strategies that becomes hard to manage.”</p> <p>Sometimes staff do not always fully see things from the perspective of a disadvantaged child, as many staff have not experienced this themselves.</p>	
<p>Provision of ESLA trained PP Champion to support nurture for vulnerable children. Improve the quality of social and emotional (SEL) learning.</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional</p>	<p>Pupils and their families social & emotional difficulties, including medical issues, can be a barrier to school success for some children.</p> <p>Removing barriers to learning is a proven way to improve the educational outcomes of pupils. Using specialist support and targeting individual children with individual needs e.g. anger resolution will allow identified pupils to access their learning once barrier is removed. Research highlights the impact of poor mental health on children’s overall well-being and how it impacts detrimentally on academic achievement and attainment. We believe that the emotional well-being of some of our PPG pupils is affected as a result of external factors such as anxiety, separation, attachment etc. and that it is beneficial to deal with the root cause to allow pupils the opportunity to concentrate on their learning. Nurture support ensures that children</p>	<p>2, 3, 5, 7</p>

<p>development and training for staff.</p>	<p>with social, emotional and/or behaviour needs are supported and given the time needed to calm or talk through concerns to ensure they are ready and able to learn.</p> <p>Pupils with identified social, emotional or health needs are supported by school staff so that the needs are removed, or alleviated. Families actively seek support from school to reduce need for social care agency involvement.</p> <p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	
<p>Whole staff training on behaviour management and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across school.</p>	<p>Both targeted interventions and universal approaches can have positive overall effects:</p> <p>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p>	<p>1, 3, 5, 6, 7</p>
<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p> <p>This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	<p>1</p>

Enhancing the sensory regulation equipment available for PP learners with enhanced sensory needs, including autism. We will also fund staff training.	We have observed that sensory equipment and resources such as, lap pads, tunnels, weighted equipment and additional proprioceptor equipment can be effective at providing support for our pupils with sensory needs.	3
Engaging with Family Action to provide a healthy breakfast for every child.	https://www.family-action.org.uk/our-voices/2019/10/04/the-impact-of-breakfast-on-learning-in-children/	1, 3, 4, 5, 7
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	

Total budgeted cost: £ 21,005

Further information

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Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.
- Every class has a class reader and all children are read to daily by an adult.
- Every teacher and TA is trained in STEPS, including having three STEPS tutors on the staff.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected. We also commissioned a pupil premium review to get an external perspective.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils. We also used the EEF's families of schools database to view the performance of disadvantaged pupils in schools similar to ours and contacted schools with high-performing disadvantaged pupils to learn from their approach.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Action	Intended Outcome	What's the evidence and rationale for this choice?	Outcomes
<p>100% good or better teaching everyday</p> <p>Continual raising of teachers' expectations of PP pupils and provision of challenge for these children in all lessons [focus of all lesson observations]</p> <p>Relevant training is provided to ensure the provision for our disadvantaged pupils is of high priority and we are up to date with the current programmes.</p>	<p>Every child receives teaching which is good in every classroom every day.</p> <p>Children will catch up with their peers quickly</p>	<p>Education Endowment Foundation report 2019 states that "Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils."</p> <p>Slow progress rates made by pupil premium children particularly in key stage 2.</p> <p>Currently there are no studies into the impact of Lockdown specifically on disadvantages children, however from our anecdotal evidence we can see that these children have been significantly disadvantaged</p>	<p>Lesson observations and TOAP demonstrate that all teaching is now good. CPD/ coaching provided has ensured all SL have been able to support other staff.</p> <p>Half termly book trawls by as outlined in SIDP and termly assessment data analysis shows disadvantaged pupils are either; at least maintaining their previous year/KS1 position or making accelerated progress to at least return to this standard.</p>

<p>Catch up planned for and implemented in light of COVID learning losses</p>		<p>compared to their peers nationally.</p>	<p>The only exception to this is where children have SEND and are in receipt of PPG.</p>
<p>For teachers to be able to address the needs of children in receipt of PP, regardless of their starting point during lesson time and increased teacher time.</p> <p>Embed the Powerful Words project.</p> <p>Gaps in learning to be addressed.</p> <p>Gaps identified in formative assessment allow for precisely targeted teaching to remedy these.</p>	<p>Provision of teacher led [wherever possible] interventions and small group sessions to ensure disadvantaged pupils keep-up and catch-up.</p> <p>Children identified to achieve GDS, achieve this in statutory assessment.</p>	<p>Education Endowment Foundation report 2019 states that “Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils.”</p> <p>Disadvantaged children in our school often have a limited use of vocabulary.</p> <p>Slow progress rates made by pupil premium children particularly in key stage 2</p> <p>Meta-Analysis of research by John Hattie breaks down quality teaching into:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Pupils having clear goals/objectives. <input type="checkbox"/> Teachers providing pupils with modelling/scaffolding/appro 	<p>Lesson observations identify aspects of good teaching with focus on feedback to improve.</p> <p>Half termly book trawls by as outlined in SIDP and termly assessment data analysis shows disadvantaged pupils are either; at least maintaining their previous year/KS1 position; making accelerated progress to at least return to this standard. The children in y5 and Y6 are not yet on track with this in maths. Further support is required to ensure children in Upper KS2 make this progress in maths.</p>

Action	Intended Outcome	What's the evidence and rationale for this choice?	Outcomes
<p>½ termly meetings between advocate and class teacher to identify needs of children and plan next steps for individuals.</p> <p>Monthly meetings between Champion and targeted PP children (as identified in PPM) to provide coaching and mentoring as necessary.</p>	<p>Every child eligible for PP has a champion on the staff, enabling decisions to prioritise their needs.</p>	<p>Education Endowment Foundation report 2019 states that “The challenge of implementation means that less is more: selecting a small number of priorities and giving them the best chance of success is a safer bet than creating a long list of strategies that becomes hard to manage.”</p> <p>Sometimes staff do not always fully see things from the perspective of a disadvantaged child, as many staff have not experienced this themselves.</p>	<p>PP Champion role was very limited due to being unable to work across bubbles. PP children were prioritised for DFE laptops, SIM cards and were given more regular calls during school closure due to covid. However PPM focussed on PPG. Of the 11 children on roll in July 21, Three children were are ARE or above ARE in WRM. Three made expected progress, but are still below ARE. Four were at or above ARE in RWSPAG but not in maths .Two children have not made expected progress, but external support has been sought for these two children. Further support is required to ensure children in Upper KS2 make this progress in maths.</p>
<p>Opportunities and experiences help to widen children’s horizons and ‘diminish the difference’, providing pupils with experiences that they can</p>	<p>Disadvantaged pupils have aspirations for, and knowledge of, career options; raised awareness of the qualifications and training needed to achieve</p>	<p>As a school we feel it is important to support families/pupils to experience a variety of opportunities throughout their school years and</p>	<p>Pupil voice has been captured where possible in the case studies. Covid caused school to close early for the summer so pupil surveys were incomplete.</p>

<p>discuss and draw upon in their learning.</p> <p>For pupils to access a range of social/cultural/sporting experiences, visits and activities.</p> <p>Supporting families to ensure children have the correct kit when representing the school for sporting events, and have access to transport to and from events</p> <p>Pupils' horizons will be broadened, and they will learn more about culture and music.</p>	<p>them; the desire and motivation to achieve personal academic goals.</p>	<p>know that such experiences can have an impact on a child's confidence, self-esteem and self-belief.</p> <p>Pupils and their families have a low of aspirations for their futures reducing their motivation and commitment to learning.</p> <p>Planned residential visits that enhance the life skills of pupils and consolidates social skills such as teamwork, leadership and resilience.</p>	<p>Each session will be monitored by CT and or advocate.</p> <p>Four case studies provided for governors from each class.</p>
<p>Delivery of specific programmes for vulnerable pupils.</p> <p>Partnership working with health, ed. psych, social care for targeted pupils.</p>	<p>Pupils with identified social, emotional or health needs are supported by school staff so that the needs are removed, or alleviated. Families actively seek support from school to</p>	<p>Pupils and their families social & emotional difficulties, including medical issues, can be a barrier to school success for some children.</p>	<p>Pupil voice questionnaire.</p> <p>Case studies provided for governors by SENCO of a child in receipt of PP at the end of the year.</p> <p>Group interviews and individual talks with PP children and named Governors.</p>

<p>Provision of ESLA trained PP Champion to support nurture for vulnerable children.</p> <p>Pupil Premium mentoring programme with champion, and TAs across school.</p>	<p>reduce need for social care agency involvement.</p> <p>Families confidentially feedback that they feel well supported during social care issues. Families on support plan are reduced to CIN stage</p> <p>Standards of attainment improve in KS1 and KS2 SATS in all 3 subjects for PP pupils in 2021 tests</p> <p>Pupil voice questionnaire will show that children feel more supported through mentoring programme.</p>		
<p>Pupils in Y6 receive additional, high quality individual and/or small group support and challenge in English and Maths.</p>	<p>Targeted pupils receive additional support in English and/or Maths by highly qualified teachers, and support staff. Provide additional support within class to offer reinforcement and pre-teaching in English and/or Maths Provide high quality 1:1 tuition for identified pupils in</p>	<p>Quality First Teaching and small group tuition (+4) have both been proven to have a positive impact on outcomes</p>	<p>On going monitoring of teaching and learning of PPG children. Outcomes of PPG children linked to teachers' appraisal targets Termly tracking of PPG children show they are making at least 'good' progress</p> <p>Tutoring over summer holiday from Y5 to Y6 was provided, however in spite of regular telephone calls and emails this was not always well attended. Further lockdowns saw some of these children attend school, but not all. Too</p>

	Reading, Writing and/or Maths.		much detail in this report would identify individuals due to small numbers of pupils.
<p>Provide specialist provision to support pupils with emotional, social and/or behavioural difficulties allowing them to maximise their efforts on learning in the classroom.</p> <p>Children with social, emotional and/or behavioural needs will feel supported and be given time to get in the correct mind-set for learning either before school or lunchtimes.</p>	Ensure identification of pupils is transparent and recorded. Monitor behaviour and evaluate whether improvements in behaviour translates into improved attainment.	Removing barriers to learning is a proven way to improve the educational outcomes of pupils. Using specialist support and targeting individual children with individual needs e.g. anger resolution will allow identified pupils to access their learning once barrier is removed. Research highlights the impact of poor mental health on children's overall well-being and how it impacts detrimentally on academic achievement and attainment. We believe that the emotional well-being of some of our PPG pupils is affected as a result of external factors such as anxiety, separation, attachment etc. and that it is beneficial to deal with the root cause to allow	<p>Teacher and pupil questionnaire at entry and exit points to monitor and evaluate impact.</p> <p>Termly Behaviour reports to FGB.</p>

		pupils the opportunity to concentrate on their learning. Nurture support ensures that children with social, emotional and/or behaviour needs are supported and given the time needed to calm or talk through concerns to ensure they are ready and able to learn.	
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Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Small Group Tuition	Fledge Tuition
StoryTime Phonics	TTS
ELSA	Local Authority

There were no pupils eligible for the service pupil premium funding 2020 -21